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ABSTRACT

The project, designed to prepare both students and parents for a productive high school experience, had the following goals: increasing decision-making ability and goal formulation at the sophomore level, expanding the guidance program to include the parent and home situation, increasing community support for school programs, and providing a model career-guidance program. A visit to the home of each incoming sophomore student for an orientation and guidance conference was made during the summer by one of 25 selected teachers, administrators, and counselors. Small group meetings with the 480 sophomores were conducted by the advisors during the school year. Program goals and objectives, staff development strategy and outcomes, curriculum development, guidance and counseling, and the evaluation process are discussed in separate sections of the report. A favorable third-party evaluation and recommendations for the program's second year are included. The largest section of the document contains the following appended material: a 13-item bibliography, curriculum and staff development materials, results of four project surveys (advisor, student, and parent evaluation and parent and student achievement and goal questionnaire), project publicity, project budget, and personnel list. (Author/MS)

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ED126272

JUN 21 1976

FINAL REPORT

GUIDANCE AWARENESS PROGRAM

NARROWING THE GAP BETWEEN HOME AND SCHOOL

PROJECT NO. 0-9-001-013

KEN LAMONT & NAOMI RICE

BEND SENIOR HIGH SCHOOL

ADMINISTRATIVE SCHOOL DISTRICT #1

BEND, OR

6-3-75

OREGON STATE DEPARTMENT OF EDUCATION

COMMUNITY COLLEGES AND CAREER EDUCATION

APPLIED RESEARCH

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ABSTRACT

TITLE: Guidance Awareness Program - Narrowing the GAP Between Home and School

INSTITUTION: School District #1, Bend, OR

PROJECT DIRECTORS: Ken LaMont & Naomi Rice
Address: Bend Senior High School
230 NE Sixth Street
Bend, OR 97701
Phone 382-3513

PROJECT DURATION: June 1974 through June 1975

COSTS:

Federal	Local	Total
$3,310	9,600	12,910

NUMBER OF STUDENTS AFFECTED: 480 NUMBER OF STAFF INVOLVED: 24

PROJECT DESCRIPTION:

The project involved 24 teachers, administrators and counselors at Bend Senior High School, each of whom was assigned to be a guidance advisor to approximately 20 incoming sophomore students. They visited the new sophomore students' homes for orientation and guidance before school started in the fall. Orientation materials such as the Student Handbook, the Curriculum Handbook, an explanation of "Resource Time" and places available at the high school for study, research, etc., were given to and discussed with the students and their parents. The advisor helped the student work out a class schedule for his or her sophomore year and a tentative class selection for the junior and senior years, based on their interest and goals. The correlation between goals and school classes was emphasized. The advisors were to continue advisement by conducting guidance groups with their students during the school year.

Purpose:

The purpose of Bend Senior High School's Guidance Awareness Program is to try and narrow the "GAP" between the home and the school, preparing both students and parents for a productive high school experience, and to help the students gain decision making skills which will help them develop plans for the future.

Procedures and Outcomes:

A visit to the home of each incoming sophomore student for an orientation and guidance conference was made during the summer by selected teachers, administrators and counselors. Small group meetings with the sophomores were to be conducted by the advisors during the school year. Expected outcomes of the program were: first, an increase in the decision-making abilities and goal formulation at the sophomore level. Second, to expand the guidance program to include the parent and home situation. Third, to increase community support for guidance and other school programs. Fourth, to provide a model career-guidance program for other interested school districts.

REVIEW OF GOALS AND OBJECTIVES:

The major thrust of the Guidance Awareness Program was directed, as a short term goal, toward all incoming sophomores, including those students who have academic, socio-economic, physical, or any other handicap. It was felt that parents should also be involved so they would know and have input into what the students and schools were trying to do, thus helping to bridge the "GAP" between the school and the home.

The incoming sophomore class was chosen for the GAP because the sophomore year is probably the most critical time in a Bend Senior High School student's experience. A large number of students are unable to identify their own personal purpose for being in school and are, therefore, unable to develop a plan for the future. The students need assistance in developing expertise in the decision-making process. The lack of expertise is perhaps most apparent when students are confronted with formulating goals and planning a career.

In order to assist students in this critical area, a home visitation and guidance program was developed. Twenty-five teachers, administrators and counselors were assigned 20 to 25 students guidees. During the summer, the staff members were to visit their assigned students in the student's home. During the visit with the student and his parents, they were to explain the registration procedure and help the student select his sophomore year classes. Tentative selection of classes for the junior and senior years, which would work toward the vocational goals of the student, were also made. The advisor would answer questions and discuss other aspects of the high school experience, in order to help the student understand and feel more at ease about entering high school. The person who visited the student would continue to assist the student when school

commenced, through group and personal guidance. The student would know someone to go to for help and encouragement from the very first day.

The long term goal of this project is to include a group guidance program that will encompass all students enrolled at Bend Senior High School.

BACKGROUND:

The Guidance Awareness Program gained impetus from two major sources: first, a continuation of the updating and expansion of our present guidance program which began with last year's project, Career Guidance, A New Direction for Bend Senior High School, and, second, the search for curriculum changes which would provide options and additions to our present curriculum, which was an administrative goal. The two needs were combined to form the major thrust of the Guidance Awareness Program.

Bend Senior High School had an enrollment of 1300 students during the 1973-74 school year. The school population is expanding rapidly (1400 during 1974-75) and over-crowding exists at the high school. Due, in part, to the rapid growth in student population, the relations between teachers and students have become more impersonal than before. The closeness that exists between teacher and student in a smaller school is more difficult to develop and maintain in a school without the structure or design which will provide the catalyst for relationship building. It was felt that changes needed to be implemented which would better meet the students' need for decision making and goal development.

STAFF DEVELOPMENT
STRATEGY AND OUTCOMES

Staff development, in the context of training teachers, administrators, librarians and other staff members to become guidance advisors, was one of our primary goals. In the other high schools that we visited, a common concern relating to an advisor program was the need to instill motivation, understanding and confidence in the participating staff. Our initial focus in promoting the GAP program was to stimulate voluntary enlistment of staff members as sophomore advisors. We held an initial meeting in May, 1974, to orient the interested staff to the general project. The "Essence of GAP", which is included under appendixed items, B, was distributed at that initial meeting. An attempt was made to spell out the philosophy we envisioned and gain support from non-participating staff members as well as participating staff members.

At a second meeting early in June, we spoke to the prospective volunteer advisors only. With a projected student-advisor ratio of 20 - 1, we anticipated the need for twenty-four advisors. Thirty-six staff members, out of a total of almost seventy, indicated a willingness to participate. We found this response very encouraging. Had the staff refused to assume this additional responsibility, we would have been unable to continue.

Another appendixed item, Responsibilities and Rewards, was distributed to the prospective advisors. At this meeting, we attempted to spell out in greater detail the project goals and the responsibilities that would be required of an advisor. The orientation was limited, due to the uncertainties of voter approval, which would determine its adoption for the following school year. The budget passed later in June, and we conducted our

first inservice in July to prepare advisors for the summer home visitation program.

At this meeting, materials in packet form were distributed to nineteen advisors; e.g., see appendixed items. A list, containing student names, addresses and telephone numbers was given to each advisor. The advisor was responsible for setting up a home visitation conference at the home of each student on his list. Each conference lasted approximately two hours, and the student and at least one parent met with the advisor.

Parents were encouraged to discuss educational plans and vocational goals with the student. The conference covered the following topics: the student's sophomore schedule, school policies, registration procedures, and parent orientation. A discussion and comparison of the student's achievement and goals was prompted through questionnaires. Examples of, and conclusions from, these questionnaires are found in the appendix.

For career guidance purposes, the immediate schedule forecast form and parent-student goal comparisons were most useful. Sophomore students were assisted in building and revising their schedules, with the assistance of an advisor who encouraged goal formulation as a prerequisite for decision-making. We received substantial publicity through the local press and radio; e.g., see appendixed item D.

Following the initial summer home-visits, we held an advisor inservice to evaluate what had taken place and to prepare for our second major phase, the academic year advisement program. Faculty members were very encouraged by their experiences in the community and were willing to accept the additional responsibilities that they were assuming as advisors. Dr. Hale Henson, a psychiatrist and consultant, led a discussion on the advisor-advisee relationship. During this inservice, materials were distributed which would be the focus of career awareness in the advisement program

In the middle of September another inservice was held to introduce the CIS Quest Needle-Sort program. John Clyde, CIS consultant, conducted a substantial portion of this inservice program. He was called back in January to introduce the new CIS program which has been added to the Quest computer program. Most school districts are at least familiar with the Quest Program. We decided to integrate it into GAP, as a major component of our career awareness program.

Small group meetings were to be an integral part of our second phase. We were not able to schedule these group meetings as a part of our regular curriculum, due to the program's late inception; therefore, our groups were announced a week in advance, and scheduled as part of an activity period. This approach, which is covered in other sections of this report, was to be the greatest weakness of the program.

In a year when extreme public criticism has been directed at Bend Senior High School, the GAP program seems to be one of the few programs to achieve broad support from parents, students, educators and the community in general. It is at least surprising, if not remarkable, that this program is still included in our local school budget, which will be submitted to the voters for the third time this year. Administrative support at the district and high school level has been consistently strong. We in the guidance department appreciate this support.

CURRICULUM DEVELOPMENT

Providing materials, handouts, and guidelines to the advisors for advisement seminars was a responsibility we assumed. We intended to build our guidance curriculum around material developed during the previous year; i.e., Career Awareness - A New Direction for Bend Senior High School. This career curriculum, (see appendix B for a sample of materials used) was first tested in sophomore basic skills classes, and is designed to prepare students for the Career Information System Quest Program. Several CIS Needle-Sorts were used during group guidance seminars, in conjunction with our materials. Each advisor introduced the students to career awareness by using "Values" from Deciding, a decision-making workbook. Other materials listed in the bibliography were also available to the advisors.

We found that our career curriculum materials were not really fairly tested in the advisement groups. Students were not required to attend the meetings; consequently, with an open campus, many students chose to skip. If our guidance materials are really useful, and we think they are, (Churchill High School has adopted part of our materials after observing their use in our school), they should be incorporated into our existing courses in appropriate units, instead of being offered only to voluntary groups.

The materials developed for the summer advisement program were well received by the parents and students. The forecast model was completed by 95% of our sophomores and used in guidance conferences throughout the school year by our sophomore class counselor. We will be using many of the same materials in our program this year.

GUIDANCE AND COUNSELING

The goal of the guidance and counseling component of the project was to provide a home visitation conference with the guidance advisors and incoming sophomore students and their parents, prior to the start of the school year.

The object of these visits was, first, to orient the students to the high school program, its rules and procedures, and to forecast classes for the three years of high school, based on interest and career plans. Secondly, the program was to strenghthen the positive image of the high school and the need for guidance services to assist students in personal growth and self-awareness.

The teachers, administrators and counselors were informed of the project and the need for volunteers to implement it. There were 35 who volunteered. The director and assistant director of the project, and the principal of the high school, selected twenty-four of these people to become GAP advisors.

In order to keep everyone informed of the project and its purpose, the school board received a copy of the project and the public was made aware of the program through newspaper articles (appendix D) and radio commentaries.

Orientation sessions were held with the advisors before they made the home visits. A packet of materials (appendix B) was compiled to aid the advisors in preparing for their summer home-visits and in their advisory groups during the school year.

A list of twenty to twenty-five student names, parent names, addresses and phone numbers was given to each advisor. The advisor called each parent

and scheduled a conference, at the convenience of the parents and students. The advisor spent an average of one hour and forty-two minutes in each home, in a general orientation, exploring the high school program, procedures and rules, and working out a schedule for the sophomore year plus a tentative forecast of classes for the junior and senior years, based on interest and career plans.

The parents and students were very receptive to the home visit. Many questions were answered and many misconceptions cleared up. A survey of parents (appendix C) indicated that they felt the visit was very worthwhile and would like to see the program continue next year. Parents felt a rapport with teachers, as evidenced by the number of parents who felt free to call their child's advisor when there was a question or problem.

Of the students polled (appendix C) regarding their feelings about the value of the summer program, 76.47% reacted positively. The incoming students felt they had someone whom they knew and could go to for advice at the high school.

The survey of advisors (appendix C) showed they felt the program was worth the time and effort spent, and should be continued next year. They felt the most valuable aspects of the program to the parents and students were the familiarization and clarification of the high school programs and that the visits showed the parents and students that the school staff does care.

Many of the advisors related that they personally benefited from the home visits. They really enjoyed meeting the parents and students in their home in a one-to-one relationship.

EVALUATION PROCESS

From its inception, the GAP program has been continuously evaluated by parents, students and advisors, who were all surveyed for their reactions to the program as it progressed. (See appendix C.)

In our small community, any new educational program, such as GAP, was also evaluated by individuals not directly involved within the scope of the program; e.g., the press, (see appendix D), local clubs and groups and influential pro-educational and anti-educational individuals. Throughout the program feedback from the community was very satisfactory. These outside evaluations are important to a successful continuation of the GAP program and, ultimately, to its future funding.

The evaluation which was done went beyond the first objective and fell short of the second as stated in the original proposal:

OBJECTIVES:

A. To inform the sophomore parents of the goals of the program and ask them to evaluate and make suggestions.

B. To keep more students in school during the critical period for dropping out: the sophomore year.

In a follow-up evaluation of parents concerning the value of the summer visitation, it was encouraging to learn that 100% of the parents polled, (see appendix C), reacted favorably.

The evaluation of the second objective, to determine whether or not the GAP program was instrumental in keeping more sophomore students enrolled in school has not been completed; however, students who were surveyed during the school year, (see appendix C) commented favorably, when asked to evaluate the strong and weak points of the program.

The foremost and ultimate evaluation came from the project development and reaction committee, made up of the project supervisors and their consultants. This group met regularly throughout the year to review and evaluate the program. Feedback received from the evaluation process made many modifications concerning handout materials, summer visitations, and group meetings within the school year possible. We will now be able to reduce the problems which were encountered, and upgrade the program with the knowledge gained from evaluation of the surveys and questionnaires used throughout the program.

THIRD PARTY EVALUATION

John P. Bareis
Rehabilitation Counselor
Vocational Rehabilitation Division

INTRODUCTION:

I first became involved with the Guidance Awareness Program last year when I was acting as third-party evaluator for Career Guidance - A New Direction for Bend Senior High School, the first year project. It was with much pleasure and enthusiasm that I became a part of this year's project, Guidance Awareness Program, Narrowing the GAP Between Home and School.

The purpose of the Guidance Awareness Program was to narrow the GAP between the home and the school by preparing students and parents for a worthwhile high school experience. The aim was to help students gain a productive school experience and to help them gain decision-making skills, in order to do career planning for the future.

Basically, there were two major phases in the Guidance Awareness Program. The first phase included staff development and home visitations, followed by an advisor inservice meeting. The second phase involved the academic year advisement program. In the following paragraphs, I will attempt to respond briefly to the procedures and outcomes of this year's GAP program.

Staff Development:

One of the primary goals was to train teachers, administrators, and counselors to become guidance advisors. Recruitment was made on a voluntary basis and much interest was expressed when 36 out of a total of 70 faculty members indicated an interest in participation. A final group

of twenty four advisors was selected, based on the student-advisor ratio of 20-1.

During the initial stages of staff development, the advisors were given various items to read, including the Essence of GAP, Responsibilities and Rewards, and a packet of materials that the advisors were to use in making contact with students and parents. Advisors were given a list of student names, addresses and telephone numbers, to be used in setting up a conference at the home of each student on the list.

HOME VISITATIONS: At these home visitations, parents were encouraged to discuss educational plans and vocational goals with the student. The advisors answered questions that parents had regarding their son's or daughter's involvement in school, problems regarding curriculum, guidance, school subjects, etc. For career guidance purposes, the immediate schedule, forecast form, and parent-student goal comparisons were most useful. The sophomore students were assisted in building and revising schedules with the help of the advisor, who encouraged goal formulation as a pre-requisite for decision making.

An advisor inservice meeting was held following the initial summer home visits to prepare the advisors for the second major phase, the academic year advisement program. I attended the meeting and my impression was that the faculty members (advisors) were most encouraged by their experiences in the community and very willing to accept additional responsibilities as advisors during the school year. At this time, these advisors had a chance to discuss their experiences and made suggestions about GAP to the project directors. They turned in the reports gathered on their home visits and received materials which would be the focus of career awareness in the advisement program.

Another inservice meeting was held in mid-September to introduce the Needle-sort program. Tested initially last year, the Quest Needle-

Sort program was integrated into GAP as a major component of the entire Career Awareness program.

Curriculum Development:

Much of the guidance curriculum was developed around material used during the previous year. To help prepare the sophomore students for the Career Information Quest Program, items such as the CIS Needle-Sort, "Values" from Deciding, and other materials were used.

Several outcomes were found. First, the materials were not fairly tested in the advisement groups, mainly because students were not required to attend the meetings, and many chose to skip. As a consequence, it has been recommended that in the future the materials be incorporated into existing courses in appropriate units, rather than offered to voluntary groups. Another outcome was that the materials developed were well received by both parents and students; therefore, many of the same materials will continue to be used.

Summary and Conclusions:

There is much evidence, I feel, to support continuation of the Guidance Awareness Program and to say that from what I observed, this year's program was a success. Whether or not the program will be continued is dependent upon funding. There is much support, not only from parents, but from students as well.

Some changes or modifications need to be made in the program. One of the major weaknesses was an attendance problem in the meetings held within the school year. It was suggested that the students meet with the advisors who teach in the areas in which the students are interested. The counselors are meeting with the incoming sophomore students, and after finding out their academic or vocational interests, are matching them with an advisor in that area for the summer visitation. Based upon student request, summer visitations will be scheduled nearer the opening of

school , rather than in early summer. Other modifications will be made in terms of revising handout materials, advisor packets, and followup meetings during the school year. A change which may be a significant factor will be the move to the "traditional time schedule" of classes next year, from the present "modular" scheduling.

My conclusions are based primarily upon the findings of the project directors for the Guidance Awareness Program, although I was involved in terms of attendance at the initial planning meetings, and meetings with the project directors during the school year. I feel the success of the GAP program depends upon several factors: first, the dedication and enthusiasm of the project directors, and second, the support and cooperation of the staff at Bend Senior High School, particularly the administration and the staff advisors. The key word, I feel, is communication. If the program is to be effective, there must be good communication between all persons involved in the program.

The conclusion of the project directors during the past year tends to indicate that an advisor program at the sophomore level is considerably useful to both students and parents. Of major importance was the reaching out into the community and involving parents in the home. It was found that linking the summer home visitation and ongoing school year advisement was worthwhile. It appears to be a sound method to "bridge the gap" for the student moving from junior high to senior high.

It is my understanding that the Guidance Awareness Program will not be expanding to other grade levels within the next year. The success and growth of this program will depend, it would seem, upon public support and the economic situation, as well as upon the continued enthusiasm of the counseling department and the high school staff.

These are my views of the Guidance Awareness Program as it developed and unfolded during the past year. It was a pleasure and a personal reward to be involved in this program. I would hope to have continued involvement in the program as it continues to expand and develop.

SUMMARY AND CONCLUSIONS

As project directors for the GAP program, we feel a sense of accomplishment which is validated in our report. In addition we are the beneficiaries of the knowledge gained through our mistakes and failures. At this point, we are not sure which aspect -- accomplishment or failure -- will be most useful in the future.

The thread of organization in any school program is maintained only through contact and communication. This thread is fragile, and can be easily broken. This was the case in the breakdown of the small groups. We were inconsistent in our method of scheduling, which led to student apathy and an irreparable breakdown in our projected goals for the year. Voluntary student participation in the small groups did not work.

We attempted to compensate for this breakdown by personally assuming the career awareness functions totally in the guidance department. We were unable, however, to reach as much of the student population as we had intended by using this alternate method.

The credibility of our future recommendations, based on these first-hand experiences, will be beneficial to Bend Senior High School in future years.

Our conclusions, based on positive results, indicate that an advisor program at the sophomore level is significantly useful to students and parents. Reaching out into the community and the home is not only useful, but is essential in maintaining a personal approach to guidance. The concept of linking the summer home-visitation and ongoing school-year advisement is sound. A student's outlook is initially influenced by the orientation he receives during matriculation from junior high to senior high. The GAP program has had a positive effect on that outlook.

Modification to a more traditional time schedule of classes for next year at Bend Senior High School (nine 45-minute periods versus twenty-four 16-minute periods) will, in itself, be more conducive to the GAP program. This, along with what we have learned about the types and kinds of materials that can or cannot be used in the group presentations, will go a long way toward the improvement of the program for next year.

Expansion of the GAP program to other grade levels will not come next year. If this embryo program can hold its own in the rough waters of economic slump, budget defeats and the scrutiny of a very critical electorate, then support will grow, and the GAP program will become an integral part of the guidance program for all students at Bend Senior High School.

RECOMMENDATIONS

It is rather easy to make recommendations based on personal experiences. Conversely, it is rather difficult to adhere to recommendations which are not based on personal experiences; therefore, any recommendations made in this report are intended as useful insight and are not intended to indicate universal acceptance in our approach to guidance.

It is critical that a guidance program designed in a manner similar to GAP be coordinated by one or two individuals who can provide the organization and instruction necessary to carry it out. A counselor or administrator with a strong guidance background should be responsible for all aspects of implementation. The coordinator must enlist the support of the staff. Without faculty support, there can be no advisor-advisee program. In our district, we recommend that GAP be extended to the junior high schools. The faculty members of the first junior high school supported the program by indicating they would assume the responsibility of becoming advisors. The faculty members of the other junior high school rejected the idea. Only the first school was included for GAP funding in the original budget.

After support is assured, consistant well-organized communication concerning inservices, advisees, and materials must be maintained. Based on the evaluation of our experiences, we will spend more time preparing advisors for their new role. Also, we will conduct our inservices at the optimum time, August, when most parents and students are ready for and receptive to guidance.

The manner in which we link the summer and academic year advisement will be modified. Freshmen students at both junior high schools have been asked to state their major career or academic interest. These students have

organized into advisement categories which correspond with our educational departments. Each department will be asked to establish the home visitation contact, as well as the ongoing advisement among interested students. Students who are uncertain about future goals will be assigned to a counselor or administrator and later, when a goal decision is reached, will be reassigned to the appropriate department. This new approach to the academic year advisement should strengthen the basic need for and interest in advisement for the students. We also anticipate that this format will encourage teachers to pursue advisement sessions, where their subject interests are involved.

Our Career Information System program will be implemented in two ways. First, the curriculum materials developed to assist the students in using the needlesort will be integrated into appropriate subject areas as a part of the curriculum. Second, the computer C.I.S. program will be included in our new guidance center and will be the heart of our career materials lab.

We have learned that the faculty advisor is an important supplementary figure in career advisement; however, he does not replace the counselor as the primary facilitator of career awareness and exploration.

APPENDIX

A. Bibliography

B. Materials Developed

- Advisor packets
- Essence of GAP
- Responsibilities and Rewards
- Career Curriculum
- Resource Time
- Home Visitation Form
- Sophomore Forecast Sheet

C. Project Surveys

- Advisor Evaluation
- Parent Evaluation
- Student Evaluation
- Parent and Student Achievement and Goal Questionnaire

D. Miscellaneous

- Publicity
- Consultants

APPENDIX A

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Your Personality: The You Others Know, Guidance Associates, Pleasantville, New York, 1969.

APPENDIX B

MATERIALS DEVELOPED

Advisor Packet List (Inservice handout)

Essence of GAP (Inservice handout)

Responsibilities and Rewards (Inservice handout)

Career Curriculum (Inservice handout)

Resource Time handout

Sample home visitation form

Sophomore Forecast form

GAP Program Coordination Chart

ADVISOR PACKET*

Each advisor's packet should contain the following items:

1. Student's sample schedule, if available.
2. Student handbooks for each student.
3. Master schedule for each student.
4. Curriculum handbook -- not for each student.
5. Forecast sheet for each student.
6. Resource time handout for each student.
7. Parent survey.
8. Students survey.
9. Advisor report form
10. Time schedule and/or schedule cards, if available.

*These materials were covered completely during the advisors inservice, prior to home visits.

THE ESSENCE OF GAP*

It is critical to the success of this program that you as an advisor understand it's ideals and objectives. Our students and their parents will gain an understanding and appreciation for their high school and its opportunities if you relate to them with knowledge and confidence.

The parents and students must be made aware of both phases of the program. First, you are visiting their home to provide insight, information and general assistance which will help the student adjust to the high school more readily. Second, after school begins each student will have you as an advisor throughout the entire school year. He or she will meet with you in small groups and individually throughout the year. Academic planning and career awareness as well as general advisement will take place in the groups.

It is important that the student feel free to visit you individually and establish personal contact. You will not be expected to be the student's counselor, so feel free to refer him to Jeff Heath if you lack necessary information or knowledge. The counselors will provide you with materials, ideas, and the necessary information to conduct small groups, but there will be room for individual styles and approaches.

It will be necessary to call short meetings to discuss the group advisement program periodically. Finally, there will be a final evaluation at the end of the school year, which will be based on parent, student, and advisor reaction to the program.

* One copy distributed at the initial GAP advisor's meeting.

GAP ADVISOR PROGRAM*

These are the responsibilities you can expect to assume as a GAP advisor:

1. Meet for a short inservice to prepare you for the visitation program.
2. Contact the parents of every student on your list (approximately 20) and set up an appointment to visit the home.
3. Visit every home prior to the pre-registration period before school begins. August 13 or 14 would be the optimum time to begin; however, your visitation schedule is designed by you.
4. Meet for a post-visitation meeting to share reactions to the home visitation program, and plan for the ongoing advisement program during the school year.
5. Meet with your group during the school year. The frequency and times have not yet been determined. A periodic assembly schedule with morning meetings is one option for group meetings.
6. Contact the parents toward the end of the year for evaluation and feedback.

There are rewards:

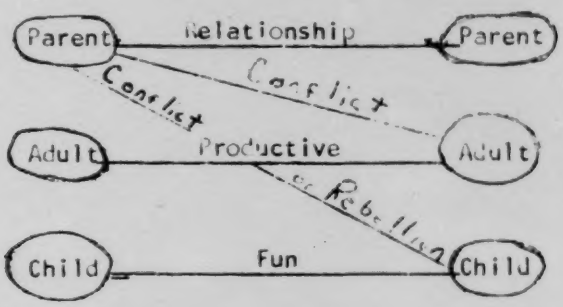
1. Personal contact with parents in a non-judgmental, relaxed and informative manner in the privacy of their own homes.
2. The satisfaction gained through personal contact with a small group of kids, who are not necessarily your students, as a friend and advisor.
3. An hourly salary which is commensurate with your teaching salary.
4. What you are doing is an important educational step and could be expanded to other school, and other districts, if successful.

*One copy distributed to each advisor.

CAREER CURRICULUM *

INTRODUCTION:

The tone or atmosphere of the class is determined in this first meeting. A good diagram and/or frame of reference is Eric Berne's model:



Explain how, according to Berne, all are capable at any age of playing three roles. These roles can cause conflict in relationships and must be understood. In many cases, the teacher assumes the parent role and the student, the child role. This is a superior subordinate relationship and can cause rebellion or withdrawal in the student.

"The majority of the time, we will be in the adult-to-adult relationship, learning and working together with mutual respect." This is a productive relationship, where real growth and learning is fostered.

With this theory in mind, discuss how the various relationships in a job situation can produce problems. Is it easy to work for someone, for example, who plays parent and forces you into the child role? Is it necessary to sacrifice your adult feelings at times, when the employer forces you into feeling like a child? What is the most productive relationship? Several examples may be elicited from the class to stimulate class discussion. The filmstrip, "Trouble At Work" may be presented in conjunction with this topic.

CONCLUSION: The students we worked with seemed to understand and relate well to this transactional theory. They especially enjoy personal examples of the various types of relationships in the model. I used one example of a young girl being a child (playing in the mud); a parent (scolding her doll); and an adult (making cookies with her mother) all in a short period of time.

References: I'm OK - You're OK, Harris

Games People Play, Berne

*These materials were explained in an advisor inservice, to prepare for the advisement group. Materials are to be used as preparation for the CIS Quest needlesort.

CAREER CURRICULUM

HOW DO YOU MOTIVATE STUDENTS TO SET GOALS AND PLAN FOR THE FUTURE?

1. Share with the students your feelings about trying to teach them to plan for the future.

   "I have a problem. I really feel frustrated and even a little inadequate in trying to get you to look at your future."

WHY?

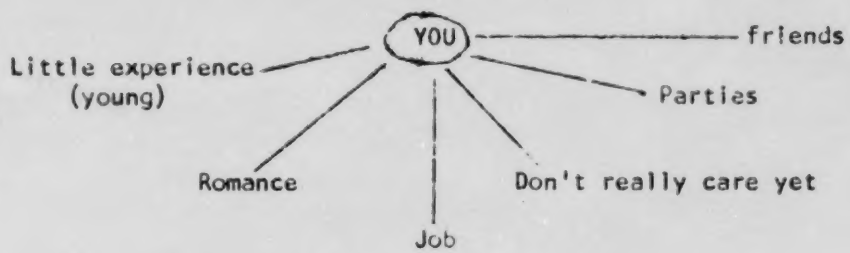
   "It's always difficult to really plan and make decisions for the future, even when all of the conditions are right."

   A. Future conditions change.
   B. Your attitudes and values change as you grow older.
   C. What other factors are there that prevent you from making decisions?

2. It is even more difficult for you to think about what you will do in the future.

WHY?

   Ask the students to give some reasons.



3. How, then, can I help you look at the future, make some plans or set some goals? Can you give me some ideas? Is it important to you?

You may need to start the discussion by asking individuals if their future is important to them.

Share examples of inadequate decision making. NOT TO DECIDE IS TO DECIDE.

You can change the direction of your future. How? Share examples.

General goals with several alternatives are not as difficult as specific goals.

Will you feel better and be happier if you are planning for the future?

CAREER CURRICULUM

In the first exercise, we asked the students to state an estimate of their monthly income as a first-time employee, and then to prepare a budget for one month. They then compared their budget with the income they estimated.

PURPOSE:

In this session, the student is asked to compare in greater depth his job income with his monthly budget. The purpose is to discover if they are compatible. If they are not, the student must decide on necessary changes. The budget must be reduced, or the income increased.

METHOD:

I. Students are asked to consider the options available for increasing job income. These would include the "push and pull concepts" as defined by THE PETER PRINCIPLE. Another option would be increased training and education.

II. Geographical area is considered relative to job types and job income. Students are asked to consider the effects of locating in certain areas relative to their personal budgets. A United States map is used to aid in describing the economic realities of a particular region.

III. Each student is asked to consider the fringe benefits related to various vocational choices. Items such as retirement, medical, dental, and expense account benefits are discussed, relative to individual budgets.

IV. Finally, each student is asked to consider ways for decreasing his budget. Ideas considered are car pools, co-op living arrangements, low cost housing, etc.

CONCLUSION:

By identifying problems between job income and projected living expenses, it is hoped the student will develop a more realistic attitude toward a vocational field. It is also hoped a more serious attitude will be developed in terms of making a vocational choice.

CAREER CURRICULUM

In the second exercise, we asked the students to compare their projected income with their budget in greater depth. The concepts of THE PETER PRINCIPLE, geographic impact on income, and fringe benefits were introduced to the students.

PURPOSE:

In this session, the student is asked to question his motives for choosing the job he did, so he will better understand the reason behind his decision for choosing that particular job.

METHOD:

The students are given 5 - 10 minutes to list their personal reasons for choosing a job. Reasons are listed in priority, with the strongest reason first. A master list of reasons is developed on the board, and discussed. An inquiry approach is used:

What values influenced the students decision?

How important is money in determining job choice?

Could the students reduce the budget they previously compiled and still be happy?

What items would they cut first?

How will you ever know if you will be happy at a job?

Should you have a strong interest in your job, or is a job a job?

CONCLUSION:

This exercise leads to an examination of the questions in the Career Information System which deal with interests and attitudes.

PURPOSE:

This is one exercise in the career preparation program given prior to the Occupation Access Inventory Survey. The purpose is to give students an experience which will help them understand the question in the survey pertaining to their desire for future income; i.e., how much money must you make before you would consider working in a job field. This is question #25 in the CIS survey.

METHOD:

1. Students are asked to place themselves in their first experience with complete independence from their parents. They have just moved away from home, and also have completed all the schooling or job training they intend to acquire.

2. As an independent adult experiencing the real world, they will be faced with economics and budgeting. The first question that will be asked is how much money per month will they need in order to be able to live comfortably. They record their estimate on a sheet of paper. Next, they are asked to state the occupation or occupations they feel they will be engaged in at this time. Responses are recorded and their paper is turned over.

3. Without considering the figure on the opposite side of the paper, the class develops a monthly budget. Each budget is different and fits the values of the student, but the general areas within the budget are determined by the group: rent, utilities, food and auto. The teacher may use his own budget as an example. After this analysis is completed and the categories totaled, the students compare their original estimate with the one based on a budget analysis. They are also asked to compare this figure with the average starting salary of the position in which they are employed. This is discussed and evaluated openly in class.

CONCLUSION:

This technique forces the student to check the reality of his financial goals. It forces him to examine his idea of a comfortable living, the degree of congruence between his job choice and his desired standard of living. He must deal with his perception of independent living versus other individual perceptions. The student is challenged as he is forced to examine his future.

CAREER CURRICULUM

PURPOSE:

To develop the students' awareness of eye accuracy in some occupational areas.

METHOD:

Several paperback books, with interesting covers, are chosen by the counselor. The class may be broken into groups, but this exercise is effective with eight to ten students. The students are allowed to look at a book for five seconds, then are asked to describe what they have seen. Normally, they will be unable to give any real details of the cover. Before showing the second book, ask the students to really perceive the book cover in detail. Show several books, to give them insight into their method of isolating details. Are they good at this? Do they like doing it?

Another eye discrimination test can be used as a follow-up. Use a number progression test, with errors on large cards; e.g., 2 - 4 - 6 - 9 - 10. Flash the cards and then have the student write down the error on a sheet of paper. Ask questions such as, 'What kind of jobs would require good eye discrimination?' 'Can you give a specific example to show its importance?' A brain surgeon and a detective are good examples.

CONCLUSION:

Students find this experience enjoyable and it does provide a relevant experience in the area of perception.

CAREER CURRICULUM

PURPOSE:

To clarify the difference between aptitude and interests in relationship to occupations.

METHOD:

Definition of aptitude and interest is solicited from the student activities:

The class was divided into groups of five, and asked to put the following activities into an INTEREST or APTITUDE heading.

working on car engines
putting nuts and bolts together
sewing
reading a book for fun
adding a list of 3-digit numbers
reading a typed paper for errors
playing pool
driving a truck
using a computer
working with animals
fishing and hunting
tighten a screw on a pair of glasses
measure amounts of liquids or solids accurately
listening to the news for specific information
writing an ad for the paper
solving mysteries or puzzles
threading a needle
building things

The group then reported back to the whole class how they listed the activities and why. What is the difference between interest and aptitude? Can some of the above activities be both? Can you have interest without aptitude?

The students then develop a definition of apptitude and interest upon which they all agree.

CONCLUSION:

Many students did not clearly understand the difference between interests and aptitudes. A common definition is useful to the students when they are responding to the questions under these sections on the CIS Questionnaire.

CAREER CURRICULUM

PURPOSE:

'Working with people' is the major focus of this presentation. This is an area of inquiry within the Career Information System questionnaire. The student is to evaluate his feelings pertaining to the question, 'Do I want to work with people?'

METHOD:

The group will be asked to accomplish a task which can only be completed through working as a group. In this task, discussing, bargaining, selling, supervising and assisting are necessary functions.

The group is asked to solve a mystery. Each student is given a separate, unique clue. Clues cannot be passed around or collected, but each person can share his clue verbally. This is the only directive that is given. The counselor must stay in the background but also must be perceiving carefully the reactions of individual members. After the group has solved the mystery or given up, the counselor stimulates self inquiry discussion. Questions are asked such as:

Do you really enjoy cooperating?

What did I contribute to the group?

Did I enjoy persuading others?

Did I lead or follow?

Would I rather be working alone?

Was I comfortable working in a group?

CONCLUSION:

No single activity can be used to determine whether or not we enjoy working with others. This exercise is meant to stimulate thinking and awareness so the student is not answering the question in this area of the CIS without prior thought.

Reference: Learning Discussion Skills Through Games
Stanford, Citation Press, New York, 1969

CAREER CURRICULUM

PURPOSE:

To promote the student's general understanding of the CIS Questionnaire, through a group review exercise. This is the final exercise before the student uses the needle sort and the computer Quest program.

METHOD:

The students in our groups developed the rules for the final form of this exercise. It is a variation of the TV game, 'What's My Line?'. CIS questionnaires are given to each student, to be used as references for asking questions. The teacher, or a student, may begin by writing down an occupation title on a piece of paper. He then challenges the class to discover his identity by asking questions. Each question must be answered either 'yes' or 'no'. Every 'no' answer is deducted from the total of twenty questions allowed the class. If the class does not guess the occupation, the individual remains to challenge the class again. Any member of the class may ask questions; however, if he names a specific occupation and is incorrect, he is eliminated from that round. When a student guesses the correct occupation, he replaces the challenger. Occupations may be chosen from those listed in the back of the questionnaire.

CONCLUSION:

In choosing careers and using the questionnaire as a reference, students become more familiar with the relationship between the questions and the occupations. Although they may begin asking questions without consulting the questionnaire, they soon learn that the categories in the questionnaire are extremely useful and can increase their ability to narrow the field of choice.

This exercise was used effectively with sophomores who are enrolled in a basic skill development class.

WHAT IS RESOURCE TIME?

Resource time is a term which was developed to describe the unscheduled time in a student's daily program under the modular scheduling system. Unscheduled time can be used in a wide variety of productive ways.

Primarily, resource time refers to on-campus unscheduled time. Students have a wide range of options available. The following list should help you determine what YOU can do during free time.

A. The LIBRARY is open from 8:00 AM until 4:00 PM. There are two full-time librarians and several aides who are available to assist you in finding necessary materials for classes or reading materials for your personal pleasure. The library is located in the east section of B wing.

B. The STUDENT UNION AND CAFETERIA provides a social meeting place for students, as well as a place to eat lunch or a morning snack. The student union is open from 8:00 AM until 4:00 PM, and teachers are available for help and advisement. The Student Union is located at the end of B wing.

C. The STUDENT SERVICES TRAILER provides students with a wide variety of counseling and guidance services. Each counselor coordinates the services for his or her particular class. Students are invited to drop by at any time to receive assistance, or just to visit. Appointments can also be made in advance for the student to meet with the counselor of his or her choice. The Student Services Trailer is located between B and C wings.

D. The ENGLISH RESOURCE TRAILER is a haven for those students who are interested in reading in a quiet, relaxing atmosphere. Reading materials which will satisfy many individual interests are available from

the resource center aide. The English trailer is located between B and C wings.

E. The SOCIAL STUDIES RESOURCE ROOM is located at the east end of B wing. A full time aide will assist students in finding materials relevant to social studies. Many students use this room as a study center.

F. One of the most active resource centers is the MATH RESOURCE ROOM. All of our math teachers have their offices in this center, so a student can always receive help from one of the teachers. A computer terminal is located here, in addition to calculators and adding machines. It is located at the east end of C wing.

G. The BUSINESS RESOURCE CENTER, located across from B-11, is a large center equipped with typewriters, calculators, adding machines, and a mag-card machine. Many students do their outside business assignments in this center. Many of the business teachers have offices located in this center, so are avalilable to assist the students.

H. The VOCATIONAL RESOURCE CENTER is located in D wing between the wood and metal shops. A full time aide will assist students in finding career information. She maintains a file of part time jobs, and refers students to prospective employers.

ADDITIONAL OPTIONS:

1. Independent study in PE. See the instructors.
2. Shop projects; i.e., metals, wood, agriculture.
3. Music instruction and practice in the Music Department.
4. Rap groups are scheduled in the Student Services Trailer.
5. Many students find it possible to include a part-time job in their daily schedule.

And remember, all teachers are available in their offices when they are not scheduled in the classroom, for tutoring, advising, or just rapping. Each teacher's schedule is posted on the classroom or office door.

* One copy was given to each sophomore and his parents during the home visitation to assist the student in learning to use his unscheduled time.

Advisor

HOME VISITATION REPORT FORM*

Student	Parents	Address	Phone	Visited Date/Time	Hours	Reason not visited	Comments

*Each advisor completed the above information for every home visitation. The completed list was turned in to the Director for evaluation and reimbursement.

SOPHOMORE FORECAST FORM*

Date _____ Name _____

Graduation Date _____ Address _____

Telephone _____

FRESHMAN

Required	1st	2nd
English		
Social Studies		
Science		
Math		
PE		
Health		

Electives

_____

_____

_____

SOPHOMORE

Required	1st	2nd
English		
Health		
PE		

Electives

_____

_____

_____

_____

_____

JUNIOR

Required	1st	2nd
English		
US History		

Electives

_____

_____

_____

_____

_____

_____

SENIOR

Required	1st	2nd
English		
Modern Problems		

Electives

_____

_____

_____

_____

_____

_____

Area of interest or long range goals, including career plans.

_____

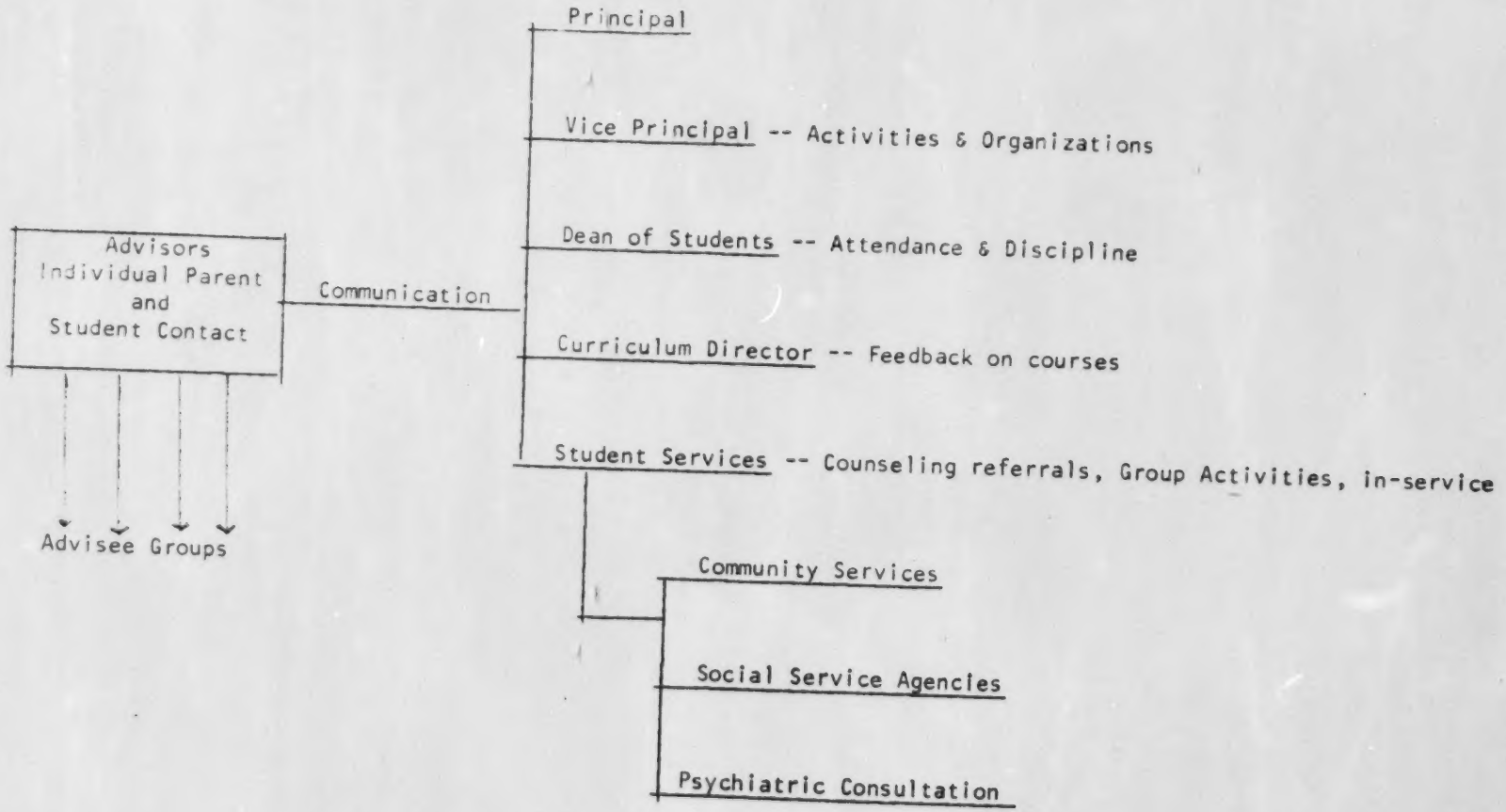
Student's Signature _____

Parent's Signature _____

Advisor's or Counselor's Signature _____

*Advisors assisted every sophomore advisee to complete this forecast form. These forecasts were collected by the sophomore counselor and utilized in guidance conferences during the year.

GAP Program Coordination



APPENDIX C

Project Surveys

Advisor Evaluation

Student Evaluation

Parent Evaluation

Parent and Student Achievement and Goal Questionnaire

ADVISOR EVALUATION OF GAP

(based on responses from 22 program advisors)

1. Should the GAP program be continued next year?

   Yes (20) 90.90%

   Only sophomores (10)

   Why? 1. Not enough faculty for all of student body (2)

   2. Keep as an introduction (1)

   3. Time element (2)

   Expanded (8)

   Why? 1. Public relations (3)

   2. Helps students (1)

   3. Students need more orientation (1)

   4. Older students could also benefit (1)

   Only sophomore and new students (1)

   New students (1)

   No (1) 4.55%

   Why? 1. Observation of the sophomore class says we failed. They seem to have a false sense of security. (1)

2. How do you feel the advisor should be paid?

   1. A flat rate per visit. (11) 50.00%

   2. A flat hourly rate, such as $9.00/hour (6) 27.27%

   3. Base rate on your experience increment (2) 9.09%

   4. No opinion (2) 9.09%

   5. A flat rate per visit, or on experience (1) 4.55%

   Additional suggestions:

   a. plus mileage (1)

b. pay in such a way that time is worthwhile (1)

c. pay according to total time spent on program (1)

d. any method, as long as you know in advance (1)

e. by separate check set aside from basic salary (2)

3. What would you determine to be the most valuable aspect of this program?

1. Public relations (5)
2. Clearing misunderstandings with parents at meetings (5)
3. Personal in-home contact (5)
4. Showing parents we care (4)
5. One to one relationship (3)
6. Familiarizing parents and students with the high school (3)
7. On-going relationship (2)
8. Sophomore preparation (1)
9. Advisor knows students different from those in his classes (1)

4. What was the least valuable?

1. Physical aspect of helping make out schedules (4)
2. Poor attendance at small groups (2)
3. Different questionnaires, surveys (1)
4. Would like to be advisor, but not play counselor role (1)
5. Conflict within staff over pay (1)
6. GAP at-school meetings (1)
7. Activity period meetings attendance should be required (1)
8. Program developed to more time and meetings than I wanted to take on (1)
9. Paycheck, lumped with salary, was overtaxed (1)
10. None (10)

5. Are you, as advisors, receiving enough materials and assistance from the counselors?

Yes	(20)	90.90%
No	(1)	4.55%
No answer	(1)	4.55%

6. Please comment on any aspect of the program that has not been covered.

1. Kids don't show post-GAP interest during school (1)
2. Need more time outside for individual conferences (1)
3. Parents expressed favor of program for next year (1)
4. Counselors should not have groups, so they can help other groups (1)
5. Should have less frequent meetings with parents present (1)
6. When new students are assigned to groups, bring them for introduction (1)
7. Groups will be too big in a couple of years (1)
8. Not enough faculty to handle program (1)
9. Should run schedules on computer (1)
10. Sophomores have made a mockery of the learning process, except for the social aspects (1)
11. School meetings should not be a CLASS ROOM situation
12. Need closer contact with students (1)
13. Program is of vast benefit to students, parents, and teachers (1)
14. Need leadership available all summer (1)
15. Need a more thorough inservice (1)

ADVISOR EVALUATION
SUMMARY AND CONCLUSIONS

The key to any home visitation advisement program is the cooperation and participation of the faculty. We hoped to learn, through our advisor evaluation, what faculty support we obtained for the program, and where we could improve.

The results of the survey were encouraging, as well as informative. Ninty percent of the advisors indicated that the program should be continued. More than half favored a sophomore program only. One advisor felt we gave the sophomores a "false sense of security" and voted to discontinue the program.

Our greatest problem in the area of advisement concerned the area of compensation. Payment for summer visitations were commeasurate with professional teaching time; however, the manner of payment was not acceptable to some. Most teachers felt a flat rate per visit was equitable. The administration and staff have examined the payment problem. We do not anticipate any problems of this nature next year.

Ninty percent of the advisors felt they received adequate materials and assistance from the counselors. We are planning to enlist support and train advisors for next year with the results of this evaluation in mind.

STUDENT EVALUATION OF THE GAP PROGRAM
(based on responses of 102 sophomore students atBend High)

1. Was the summer visitation useful to you?

Yes (78) 76.47%

No (23) 22.55%

No answer (1) .98%

If yes, in what way?

1. Sophomore student. (13)
2. It showed and told me what to expect. (15)
3. He told me a lot of things I didn't know. (7)
4. Showed me how my schedule worked. (8)
5. Helped me know what would happen at registration. (4)
6. Helped me find classes. (3)
7. Prepared better. (3)
8. Plan schedule ahead. (3)
9. Made things more understandable. (3)
10. Not so scared. (1)
11. Knew someone at the high school. (1)
12. Scheduling. (1)
13. Yes, but he signed me up for a class I couldn't get into because of the bus schedule. (1)
14. Told me about football. (1)
15. He didn't come, but I was appointed one. (1)
16. Made the load easier. (1)
17. Leaving town and working at one of the lakes. (1)
18. Working and getting to see new things. (1)

2. Were the GAP groups that started during the school year helpful in maintaining contact with your advisor?

Yes	(16)	15.69%
No	(86)	84.31%

3. Did you receive information about jobs or occupations which was useful to you?

Yes	(2)	1.96%
No	(97)	95.10%
Undecided	(3)	2.94%

If yes, how?

1. I knew everything they told me. (1)
2. I didn't know what I wanted. (1)
3. Not from the GAP program. (1)

4. Did you receive help and/or information about classes from your advisor?

Yes	(51)	50.00%
No	(50)	49.02%
Undecided	(1)	.98%

5. Would you like an advisor during your junior and senior years?

Yes	(25)	24.51%
No	(70)	68.63%
Maybe	(3)	2.94%
Optional	(3)	2.94%
No answer	(1)	.98%

6. Would you like to have a Guide Room or a Reg Room?

Yes	(15)	14.71%
No	(85)	83.33%
Undecided	(2)	1.96%

7. Would you like to choose a teacher from a subject area in which you are interested as your GAP advisor?

Yes	(44)	43.1%
No	(56)	54.9%
Maybe	(1)	.98%
Doesn't matter	(1)	.98%

8. If GAP groups were to run throughout the school year, what kind of information or service would you like to see provided in this program?

1. job information (18)
2. classes, courses (13)
3. credits to graduate (4)
4. classes for college (4) or job (3)
5. what to expect when you go to college; enrollment, etc. (3)
6. don't want it, don't care (2)
7. no year-round school (3)
8. I never went to the GAP group (2)
9. grades (2)
10. job credits (2)
11. information on year-round school (1)
12. I would like to see more GAP meetings. (1)
13. they should make the GAP groups more interesting because too many kids didn't go. (1)
14. only liked the summer thing (1)
15. help when you have a problem (2)
16. occupational 5
17. teacher from the subject you are in (1)
18. how to get around worthless required classes, like PE (1)
19. have smaller groups (1)
20. intelligence tests (1)
21. pick things that are interesting
22. pick your own GAP group that you want to be in -- more people would go (1)
23. learn more about what's going on around school (1)
24. discussions about how Bend schools are run (1)
25. dances (1)
26. attendance (1)
27. following events (1)
28. special trip (1)

29. don't make us come to winter meetings (1)

30. no meetings during school (1)

31. the people (1)

ANALYSIS OF THE STUDENT EVALUATION

A random sample of 102 students involved in the GAP program was taken eight months after the summer visitation. For this evaluation, the GAP program is broken down into two phases: 1. Summer visitation, 2. Program of regular scheduled meetings throughout the school year with GAP students and their advisors.

The summer visitation was a visit to the home of each incoming sophomore student by a teacher, administrator or counselor. The purpose was to answer questions that parents and students had about entering high school.

Of the students polled regarding the personal value of the summer visitation, 76.47% reacted positively, which is a high correlation with the parents of these students who were also polled.

Space was left on the questionnaire for students to comment on the visitation. All of the comments were very positive that the visitations were of value in helping students adjust to a new situation.

At the time of the summer visitation, a questionnaire was given to those students being visited. The purpose of the questionnaire was to gain information in regard to how the second phase of the program could best be put to use. The results indicated that over half the students' goals or career choices were in the professional field, that they saw the school as preparing them for further education, and that they looked to the school for guidance in achieving these goals. With these and other conclusions in mind, the second phase of the program was planned -- regularly scheduled meetings during the school day, on a monthly basis, with the advisor and the groups of students he had visited during the summer. Of the students polled in regard to maintaining contact with their advisor

after the start of school, 84.33% felt that the regular meetings did not help them maintain contact with their advisor. Attendance was not mandatory at these meetings, and roll was not taken. Because of the time limitations, either the first thing in the morning, or the last thing in the afternoon, absenteeism was very common in every group.

The students answering the questionnaire were asked if they would like to have an advisor for their junior and senior years. Negative responses totaled 68.63%, but 43.13% answered that they would like to have a GAP advisor, if they could choose one from an area of individual interest.

When asked to comment on what kind of information or service they would like to see the program provide, 18 out of 102 asked for job information; 13 out of 102 wanted information about classes and courses. When asked if they received information that was useful to them concerning jobs or occupations, from their scheduled group meetings, 1.96% responded favorably. When asked if they received information of value concerning courses and classes, 50% responded favorably.

In conclusion, the summer visitation program appears to have fulfilled a very pressing need for information about a situation which the new sophomores would be entering within a matter of days -- senior high school. The written comments made by the students concerning the summer visitation shows a very positive reaction. The planned group meetings throughout the year were not as successful as the summer visitations. The success of the second phase of the program depended upon each individual teacher and his preparation of the material furnished him by the student services department. This material, unlike the general information about the school which was at their fingertips during the summer visitation, had to be organized and prepared. The students had needs for information about occupations, classes and educational programs, but these problems were not as close or as pressing

as had been the need for information to answer their questions and lessen their anxieties about the start of a new school year and entering a new institution.

This set of circumstances made the summer visitation phase of the program more successful than the meetings that were set up in the fall with the advisor and advisee groups, the second phase of the program.

PARENT EVALUATION OF THE
GUIDANCE AWARENESS PROGRAM

(based on questionnaires returned by 41 parents of sophomore students)

1. Should the home visits by high school advisors be continued?

Yes	(41)	100%
No	(0)	0%

Why?

a.	a chance to ask questions about senior high	(9)
b.	nothing like personal contact	(5)
c.	someone really cared	(4)
d.	good transition between schools	(4)
e.	advisor get to meet family and see home	(3)
f.	student had more confidence	(2)
g.	another link between home and school	(2)
h.	comfortable surroundings for talking	(2)
i.	student knows he has a counselor	(1)
j.	helpful for student to take proper classes	(1)
k.	chance to pick out courses for college	(1)
l.	parents more informed	(4)
m.	good in-between person	(1)
n.	helps evaluate the student and his surroundings	(1)
o.	keeps better track of the student's on and off campus activities	(1)
p.	meets teacher, gets outline of classes	(1)
q.	easier for child to talk with advisor later	(1)

2. Do you think it would be appropriate at other grade levels; i.e., seventh grade?

Yes	(29)	70.73%	before junior high	(3)
No	(9)	21.95%	seventh grade	(2)
?	(2)	4.88%	eighth grade	(1)
No answer	(1)	2.44%		

3. What time during the summer is the most convenient and profitable for you?

June	(1)	2.44%
July	(3)	7.32%
July or August	(1)	2.44%
August	(32)	78.04%
Anytime	(1)	2.44%
All the same	(2)	4.88%

At the end of the school year, have the parents tell the visitor when they'll be gone (1) 2.44%

4. Do you feel that the home visits made it easier for your son or daughter to make the transition from junior high to high school?

Very much	(30)	73.17%
Some	(9)	21.95%
Not at all	(1)	2.44%
No answer	(1)	2.44%

Please make any suggestions which you feel would improve the program:

1. Great as it is now (7)
2. Have home visitations at any age when a student is new to the school district.
3. Some of the teachers need more training to effectively explain the program, (2), and see the student's potential. (1)
4. Home visitor wasn't in a great hurry, that is good. (1)
5. Make GAP appear more purposeful to the student. (1)
6. The newsletter was good. (1)
7. Make sure the student's schedule is checked to avoid confusion during the arena.
8. Have counselor in the office 30 days before school starts, for help. (1)
9. Our student had help from two older children. (1)
10. The program showed that someone cared; the student was a person, not a number. (1)

11. A second visit should be made after the first quarter is over. (1)

12. Parent night was tops. (1)

13. Registration was disappointing; student didn't get what she signed up for. (1)

14. The arena was a disaster, the advisor couldn't be found. (1)

15. Open house -- the best thing in four years. (1)

16. Trainers needed to know about bus schedules and early classes. (1)

17. More parent involvement in early stages of course planning. (1)

PARENT-SOPHOMORE STUDENT SURVEY
GAP, 1974

INTRODUCTION:

Our general purpose in surveying the parents in their homes during the summer GAP visitation was to learn how the parents and students perceived the student's educational career needs and how the school could assist in meeting those needs.

The questionnaire covered four areas, with the answers determined entirely by the respondants. We did not provide pre-determined responses, feeling that we would gain a more accurate and varied picture of their opinions if we left the responses totally up to them. Therefore, you will find in the survey analysis of the parents and students that although generalizations can be made, the individual's unique needs are ever present. In addition, a pair-correlation was included to determine the degree of congruence between parent and student in the questioned areas, concerning achievement and goal formulation.

EVALUATION OF PARENT SURVEY
GAP 1975
Based on responses of 227 parents of sophomore students

1. For what goal or career do you feel you would like to see your son or daughter strive? (Based on first reaction to question.)

   A. A specific career or goal

      1. blue collar, skilled (11) 4.85%
      2. white collar (1) .44%
      3. professional (54) 23.79%
      4. clerical (7) 3.08%
      5. armed forces (3) 1.32%
      6. unskilled (0) 0%
      7. other (56) 24.67%

   B. This is the son's or daughter's decision. (95) 41.85%

   C. Other responses:

      1. college (20) 8.81%
      2. useful citizen (13) 5.73%
      3. sports (3) 1.32%
      4. graduate from high school (2) .88%
      5. agriculture (2) .88%
      6. disc jockey (1) .44%
      7. undecided (2) .88%
      8. no response (13) 5.73%

2. What do you feel the high school can provide to assist your son or daughter in achieving his or her goal? (Based on 315 responses.)

   A. An enjoyable, motivating learning environment. (25)

   B. Individual instruction and attention. (19)

   C. Preparation for future and further education. (59)

   D. Guidance. (55)

   E. Specific courses, or a specific course. (33)

F. Good basic education; i.e., sound fundamentals. (43)

G. High quality of teachers. (16)

H. Other (65)

1. no response (30)
2. well-rounded schedule (7)
3. teach responsibility and respect for others (5)
4. instill desire to want goals (4)
5. provide adequate facilities (2)
6. personal experience (5)
7. provide extra-curricular activities (3)
8. notify parents of student capabilities (2)
9. not familiar with system (2)
10. don't know (1)
11. more details on report cards (1)
12. "find a man" (1)
13. yes (2)

3. How would you describe your son's or daughter's academic achievement? How well does he or she do in school?

Superior	(16)	7.05%	Above Average	(98)	43.17%
Average	(104)	45.82%	Below Average	(8)	3.52%
No response	(1)	.44%			

4. Do you feel your son or daughter is achieving in school up to his or her potential?

Yes	(144)	63.44%
No	(82)	36.12%
Not qualified to answer (actual response)	(1)	.44%

Examples of reasons for saying no:

1. Doesn't apply self. (14)
2. No personal motivation. (10)

3. Also enjoys social activities. (10)
4. Can't seem to hold his or her interest. (10)
5. Doesn't make good use of time. (10)
6. Could do better. (9)
7. Not motivated by teachers. (7)
8. Does not always get the help needed. (7)
9. Needs encouragement. (5)
10. No response. (5)
11. Immaturity. (3)
12. Doesn't like to study. (3)
13. Has had bad eyesight. (1)
14. Divorce last year. (1)
15. Lack of communication between parents and teachers. (1)
16. Hyperactive child - under medication. (1)
17. Doesn't realize how important grades are for the future. (1)
18. Doesn't realize her potential. (1)
19. Doesn't like all classes. (1)
20. Reading problems. (1)
21. Family responsibility.

PARENT SURVEY
SUMMARY AND CONCLUSIONS

In our parent survey, we intended to assess the following:

1. What general goals did parents in our community have for their children?
2. What could the school do to assist them in achieving these goals?
3. What would their assessment of the children's achievement indicate?
4. To what degree are their children achieving up to their potential?

Our conclusions are based on a sample of 227 parents of sophomore students, or approximately 50% of the sophomore class.

The most common response by parents to the first question was, "It is their decision". Almost 42% of the parents surveyed felt they should not attempt to influence their children's goal development.

Of the remaining 58% of the responses, 24% hoped their child would pursue a profession and 9% stated college as the goal they desired. Less than 5% stated a blue collar as a desired goal.

In response to the question concerning what the school could do to assist their child in achieving his goal, several parents listed more than one request; therefore, there are 315 responses from 227 parents. "Preparation for future graduation", (59), and "Guidance", (55), were the two most common responses. The range of responses varied, with

"a good basic education", and "enjoyable, motivating learning environment" receiving high priority from 43 and 25 parents respectively.

The third question, asking the parents for their assessment of their student's academic achievement, indicated that 96% felt their children were achieving at an average or above average level; however, many (36%) did not feel their children were achieving up to their potential.

Our conclusion, based on this survey, indicates that a significant number of parents are allowing the student self-determination in choosing a career. Guidance and career information would be of great assistance to the student in this determination.

It should also be pointed out that an undetermined number of the parents who have projected goals for their child would not push their ideas upon him. A significant minority of the parents agreed with their students that preparation for further education is important. This would indicate support for a continuation of college and vocational preparatory courses at the high school. Student achievement, as assessed by parents, was reasonably high, but one could conclude that many parents still feel that their children are under-achieving.

EVALUATION OF STUDENT SURVEY
GAP 1975
Based on responses of 188 sophomore students

1. For what goal or career do you feel you would like to strive? (Based on first reaction to question.)

   A. A specific career or goal:

      1. blue collar, skilled (15) 7.97%
      2. white collar (5) 2.65%
      3. professional (98) 52.12%
      4. clerical (12) 6.38%
      5. armed forces (5) 2.65%
      6. unskilled (0) 0
      7. total other (53) 28.16%
         a. undecided (25) 13.29%
         b. college (7) 3.72%
         c. no response (8) 4.25%
         d. beyond manual labor (2) 1.06%
         e. radio announcer (2) 1.06%
         f. housewife (1) .53%
         g. chef (1) .53%
         h. other (7) 3.72%

2. What do you feel the school can provide to assist you in achieving your goal? (based on 233 responses)

   A. An enjoyable motivating learning environment. (4)
   B. Individual instruction and attention (7)
   C. Preparation for future and further education (55)
   D. Guidance. (14)
   E. Specific courses or a specific course. (61)

F. Good basic education; i.e., sound fundamentals. (22)

G. High quality of teachers. (6)

H. Other. (54)

1. offer as many different courses as possible. (10)
2. bring students together for discussion. (3)
3. information about jobs. (1)
4. sports program (1)
5. make it so I can do better (1)
6. good math and science facilities (1)
7. help me get a job (1)
8. show independence
9. good football team to play on (1)
10. good library (1)
11. scholarships (1)
12. yes (2)
13. don't know (10)
14. no response (20)

3. How would you describe your academic achievement? How well do you do in school?

Superior	(9)	4.78%	Average	(109)	57.97%
Above average	(61)	32.44%	Below average	(9)	4.78%

4. Do you feel you are achieving in school up to your potential?

Yes	(110)	58.51%
No	(77)	40.95%
In between	(1)	.53%

Examples of reasons for stating no.

1. Not trying (16)
2. Could do better (12)

3. Lazy (11)
4. Fiddle around too much (7)
5. Just not interested (6)
6. Don't want to (5)
7. Too much studying (5)
8. Other things to do besides school (3)
9. Need more incentive to study (3)
10. Procrastinate (3)
11. Don't do any homework (2)
12. Some of the classes are really hard (2)
13. Don't go to classes (2)
14. Conflicting personalities with teachers (2)
15. No reason (2)
16. Bad attitudes and responsibilities (1)
17. Don't feel it's important (1)
18. Reading problem (1)
19. I'm a trouble maker -- talk to much (1)
20. Overload myself (1)
21. Sometimes just don't understand (1)
22. Don't pay attention (1)
23. New school (1)
24. Not enough stability (1)

STUDENT SURVEY
SUMMARY AND CONCLUSIONS

Our student survey assessed the following:

1. For what goal or career are sophomore students striving?
2. What could the school do to assist them in achieving these goals?
3. How did they assess their academic achievement?
4. Do they feel they are achieving up to their potential?

Our conclusions are based on responses from 188 sophomore students, or approximately 40% of the sophomore class. Over 52% of these students indicated a professional career as their goal, while almost 8% chose blue collar occupations. Only one girl chose housewife, and over 13% said they were undecided.

In response to the question concerning what the school could do to assist them in achieving their goal, several students listed more than one request; therefore, there are 223 responses from 188 students. Specific courses, (61), and preparation for further education, (55), were the leading categories. Only four indicated a motivating learning environment, and six stated high quality of teachers. A significant number, (54), chose other widely varied responses, or did not respond.

The third question, asking the students to describe their academic achievement, led to the following conclusion: 58% saw themselves as average and apparantly 5% saw themselves as below average. Almost 5% rated themselves as superior, with the remaining 32% stating above-

average as their opinion.

Although this self-assessment seems to indicate a high level of achievement, almost 41% stated they were not achieving up to their potential. Their reasons varied greatly, but most placed the blame on themselves, stating lack of motivation, interest, and trying as the reasons. The conclusion we reached was that the majority of the students who classified themselves as under-achievers accepted the responsibility for this situation. The question remains, what degree of responsibility should the school assume?

PARENT - STUDENT (PAIR CORRELATIONS) EVALUATION

GAP 1974-75

A. What future goal or career do you feel you would like to strive for?

B. What goal or career do you feel you would like to see your son or daughter strive for?

1. Agreement on future career or goal. (161) 70.92%
2. Both uncertain. (29) 12.78%
3. Conflict - parent stating one goal; son or daughter another (37) 16.30%

C. How would you describe your academic achievement?

D. How would you describe your son's or daughter's academic achievement?

1. Agreement on achievement. (165) 72.68%
2. Parent assessment higher than son's or daughter's. (50) 22.04%
3. Son's or daughter's assessment higher than parents. (11) 4.84%
4. One pair was not applicable. (1) .44%

E. Do you feel you are achieving in school as well as you could?

F. Do you feel your son or daughter is achieving in school as well as he could?

1. Agreement yes. (97) 42.73%
2. Agreement no. (47) 20.71%
3. Disagreement, parent yes; son or daughter no. (46) 20.26%
4. Disagreement, parent no; son or daughter yes. (36) 15.86%
5. Only one out of pair answered. (1) .44%

PARENT-STUDENT PAIR CORRELATIONS
SUMMARY AND CONCLUSIONS

Almost 71% of the parents and students interviewed were in agreement about the student's future goal. This figure included a number of parents who felt that it was their child's decision. The number of conflicting goals represented 16% of the total. In some cases these conflicts were extreme.

Agreement on academic achievement was reported by 73% of the parents and students surveyed, while 22% of the parents assessed their child's achievement higher than the child did. Whether it be wishful thinking or realistic observation, a significant number of parents tend to see their child's academic achievement in a more positive light than the child does. There seems to be greater disagreement on achievement potential, with 20% of the parents feeling their children were achieving up to their potential and 20% of the children stating they were not. Sixteen percent of the parents and students said just the opposite; i.e., parent stated achievement potential not reached, and student stated it was. It is our conclusion that, taken as a whole, the vast majority are in agreement concerning achievement and potential achievement, which would tend to support the contention that communication does exist in this important area.

This high degree of communication could support the need for greater parent involvement and support in career programs. Certainly, the parents are a resource that must be included in determining the future career guidance.

APPENDIX D

Miscellaneous

Publicity

Budget

Consultants

Advisors

Lyle Jarvis, right, Bend High School's new principal, visited Steve McGinnis, who will be a sophomore this fall, and his mother, Mrs. James McGinnis, at their home on Pettigrew Road, to talk about the school and its programs. Jarvis and 24 other school staffers are visiting each new high school student this summer, to answer questions and meet parents, and the students, for whom the teachers will act as advisers through the year, under the school's new Guidance Awareness Program (GAP). Bulletin photo by Dave Swan)

By Sheridan Fahnestock

Bulletin Staff Writer

New Bend Senior High School students and their parents this summer are getting answers to all the questions they had about the school but might have been embarrassed to ask.

Under the Guidance Awareness Program (GAP), 25 high school staff members, including Principal Lyle Jarvis, are visiting the homes of students who will be entering the school this fall as sophomores.

"I really think it's working well," Jarvis said in a telephone interview this morning.

"The kids are asking questions hard to ask in larger groups...it gives parents a chance to see teachers as individuals -- there is a personal contact. You can't beat it. I'm excited about the whole program," Jarvis said.

"It's something schools have been lacking, especially when they get to be big," Jarvis said. With 500 to 575 students entering Bend High this fall, there will be 1400 to 1500 pupils there in all, Jarvis estimated.

The high school staffers will act as advisers to the students they are visiting this summer throughout the school year. Although members of the counseling and guidance staff have been available in the past for consultation, students have not had particular advisors assigned to them.

Ken LaMont, director of the program, hopes it can be extended to juniors and seniors as well, as an addition to the present counseling system.

In the past, he said, staff and parents seldom met unless the young person was in trouble.

Principal Jarvis said he has been asked such questions as "Do we get the classes we sign up for?", "What do students do during their unscheduled

periods?", "What is a resource center?", and "How does the arena work -- do you really have to stand in line a long time?"

A resource center is a specialized subject library, Jarvis said. "The math resource center, for example, is an area where students can work with the math teacher's offices right there...it makes kids people again."

"If all these things were in one large area, our library would have to be one and a half or double the size it is now," Jarvis said.

The arena, he said, "is the method we use to load students into the master schedule. We make a master schedule with a computer. The kids decide what classes they really want to be in," based on a sample class schedule.

During the pre-registration in the week of August 26, the students let the teachers know what classes they think they want.

"The arena is the first day. It's like college registration. It gives teachers a final notification of the courses they plan to take."

"Changing their mind after that time is discouraged," Jarvis said, although hardships are taken into account.

The GAP is a model program in the state, funded in part with a $3500 federal grant, and with $9600 from the district's 1974-75 budget. The program's continuation will depend on evaluations made at the end of the school year from parents, students and advisors.

If successful, Bend's GAP could be adopted by other high schools in Oregon.

TLE OF PROJECT Guidance Awareness Program - Narrowing the GAP Between Home and School

	LOCAL	FEDERAL
A. Personnel		
1) Staff--List Names (See advisor list on following page.)		
2) Consultants--List Names		
John Bareis, Third party evaluator		
Sub-total	$8262.00	$1775.00
. Travel		550.00
. Services--Please Specify		
Secretary		233.07
. Supplies		450.00
. Equipment		
. Other Costs		
Telephone		50.00
Fixed Costs		
Social Security PERS	1103.00	
Cost Sharing (per cent)		
TOTAL COSTS	$9365.00	$3058.07

PERSONNEL

Project Evaluation and Report Committee:

Ken LaMont, Director of Student Services, Bend Senior High School, Project Co-Director

Naomi E. Rice, Counselor, Bend Senior High School, Project Co-Director

Jeff Heath, Counselor Bend Senior High School

John Bareis, Division of Vocational Rehabilitation, Third Party Evaluator

Consultants and Support Staff:

Dr. H. Hale Henson, M.D.

John Clyde, Career Information System

Don Brown, Director of Support Services, Administrative School District # 1.

Dr. Wyatt Rosenbaum, Superintendent of Schools, Administrative School District # 1.

Dennis Douglass, Special Projects Consultant, Administrative School District # 1.

Lyle Jarvis, Principal, Bend Senior High School

Judy May, Vice Principal, Bend Senior High School

Gene Snippen, Vice Principal, Bend Senior High School

Doug Olds, Vice Principal, Bend Senior High School

Wayne Hill, Vice Principal, Churchill High School, Eugene, OR

GAP ADVISORS

Norman Bethany	English teacher
Brad Biegert	Math teacher, Coach
Chris Cailliet	History teacher
Gordon Conley	Metals teacher
Ken Cooper	Modern Problems teacher
Wynona Davidson	Business teacher
Frank Deggendorfer	Business teacher
Pat Elliott	English teacher
Vern Frost	Math teacher
Jeff Heath	Sophomore class counselor
Lyle Jarvis	Principal
Al Keranen	PE teacher, Coach
Ken LaMont	Counselor, Project Co-Director
Roy Lively	Mechanical & Architectural Drawing
Elouise Mattox	Modern Problems teacher
Gary Olson	Math teacher, Coach
Linda Pietila	Librarian
Naomi Rice	Counselor, Project Co-Director
Ron Ricketts	Business teacher, Coach
Jill Schukart	PE teacher, Coach
Bob Shotwell	Vocal music teacher
Emil Smith	German teacher
Don Stone	History teacher, Coach
Alan Yenne	Agriculture teacher